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ABSTRACT

Personnel policy guidelines to enhance the use of educational assistants are provided in this publication. Suggestions are offered for local program development based on statutory guidelines, Oregon Administrative Rules, and local board policy. Contents include a definition of "educational assistant," job qualifications, application and hiring training, supervision, and evaluation. Appendices include descriptions of seven assistant positions and an employee performance evaluation form. (LMI)

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SUGGESTED PERSONNEL POLICY GUIDELINES FOR SCHOOL DISTRICTS

EDUCATIONAL ASSISTANTS

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Salem, Oregon 97310-0290

A publication of the Personnel Management Advisory Committee

Summer 1990

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FOREWORD

The increasing use of paraprofessionals in the educational setting and the acknowledged concerns regarding the appropriate roles they are called upon to fill have provided a major impetus for this publication. There have also been requests from a number of those in the field seeking guidance as to the more effective use of Educational Assistants.

That which follows is intended to suggest areas that are worthy of consideration by districts as they develop their own program for the utilization of *Educational Assistants*. In doing so, they are reminded that statutory guidelines, Oregon Administrative Rules and local board policy are the baseline from whence they start.

Suggestions and questions may be addressed to Joyce Reinke, 373-7118.

John W. Erickson
State Superintendent
of Public Instruction

The compilation of information and drafting of this publication was accomplished by Alton Smedstad, Hillsboro, Oregon. Special thanks are due the sub-committee of the State Board of Education Personnel Management Advisory Committee for their efforts in conducting the initial study. They are Pam Morris, Chair; Bridget Wittwer, Laura Perko, Garey Mark and Deanna Woods.

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I. "Educational Assistant" by Statute and by Administrative Rule

A. Defined

1. ORS 342-120(5) *Educational assistant* means a classified school employee who does not require a certificate to teach, who is employed by a school district or education service district, and whose assignments consist of and are limited to assisting a certified teacher in accordance with rules established by the State Board of Education.
2. OAR 587-37-005(7) The terms "teacher" and *educational assistant* refer to persons defined in ORS 342-120.

B. Authority to Employ

1. ORS 342-155 *Educational Assistants* and Intern Teachers.
   A school district may employ *Educational Assistants* and Intern Teachers subject to the rule of the State Board.

C. Qualifications

1. OAR 581-37-006 Qualification of *Education Assistants*.
   (a) Have a high school diploma or such knowledge and experience determined by the local district superintendent to be sufficient to function as an *educational assistant*.
   (b) Have standards of moral character as required of teachers.

D. Assignment, Direction and Supervision of Educational Assistants

1. OAR 581-37-005(2) Supervision refers to responsibility for and management of the program staff of which administrators, teachers and assistants are members.
2. OAR 581-37-015
   (a) The assistant shall assist a teacher only in a supportive capacity. The role of the *educational assistant* is adaptable to many support tasks and nothing in these rules should be interpreted as limiting assistants only to the performance of classroom duties.
   Educational assistant tasks may include:
   (1) Instructional Support — tasks performed by assistants to supplement students' basic instruction by offering students opportunities to practice and apply what they have learned.
   (2) Clerical Support — tasks such as preparing materials, duplicating, and operating audiovisual equipment, which are primarily concerned with the physical arrangement of the learning environment, and
   (3) Student Control — such duties as supervision of lunchroom and playground areas, assisting with fire drills, monitoring students in hallways, etc.
   (b) Any assistant assigned to instruction-related activities shall work under the direction of the teacher assigned to that instruction station.
   (c) A plan of supervision for the assistant shall provide for:
   (1) Access to assistance and consultation

(2) Regular monitoring of the assistant's performance to determine effectiveness of the assigned tasks and the effect on students.

E. **Training of Educational Assistants**

1. OAR 581-37-025 Districts employing *educational assistants* shall provide or arrange for suitable training for such personnel to prepare them to perform such functions as they may be assigned.

II. Educational Assistant Defined

A. **General** The definition of *educational assistant* begins with an identified need. The decision is to address the need through the addition of support personnel to assist the administrators and teachers responsible for the district's educational program. The title receives further definition by the specific assignment (Title I Migrant Assistant) and the list of duties and responsibilities (position expectations) of that assignment. The position description holds greater possibilities of addressing the needs of the teacher to whom the assistant is assigned if that professional was involved in its development.

B. **Examples of Educational Assistant Definitions**

1. Classroom Assistant. This position with teacher direction performs a wide variety of tasks assisting the teacher in the instruction, cafeteria and playground activities of elementary school and secondary students.
2. Health Assistant. Working under the direction of the school nurse, the health assistant is responsible for administering to minor health problems, assists with health screening clinics and monitoring health records for the students.
3. Library Assistant. This position does a variety of clerical tasks, library duties, including ordering periodicals, books and student supervision in a school library.

C. **Other titles which define the role of the Assistant**

1. Chapter I Assistant
2. Chapter I Migrant Assistant
3. Hearing Impaired Assistant
4. Library Technician Assistant
5. Special Activities Assistant
6. Transportation Assistant
7. Special Education Assistant (M.H./EHL/LRC/etc.)

III. Qualifications

The term "qualifications" for educational assistants is multidimensional and goes beyond the minimum OAR ruling of a high school diploma or equivalent and standards of moral character. A survey of position descriptions from a number of sources demonstrates the attention given as well as the variety of responses to the question of qualifications. The study the PMAC has made suggests that local districts give careful prior consideration of the needs to be met and the ends to be served by educational

assistant positions as they establish the qualifications. This can range from the minimum acceptable to the most desirable.

That which follows is generic to the role of educational assistant. General areas are addressed as well as a few specifics for each of the areas. These are intended as idea starters. Additional information can be drawn from some of the sample job descriptions for specific positions in the appendix.

A. **Education and/or Training**

1. A high school education (diploma)
2. A GED certificate

B. **Experience**

1. Experience in working with the target population (handicapped — bilingual)
2. Work with youth in school or a youth organization, etc.

C. **Office Skills** — Ability to:

1. Type, file and keep records
2. Operate audiovisual equipment
3. Use a computer — word processor
4. Run copying equipment

D. **Personal**

1. Good health and neat appearance
2. Personal schedule adaptable to the needs of students
3. Ability to communicate effectively
4. Responds well to direction

E. **Related to the Assignment**

1. Assists in supervising students within the locale - classroom, playground, lunch room
2. Performs maintenance of supplies, equipment and classroom as directed
3. Uses the appropriate teaching method as trained and directed by the teacher to whom assigned
4. Knows and uses special programs such as Distar, ITIP, Assertive Discipline, etc.)

IV. Application and Hiring

A. The Application

The application should, as a minimum, solicit in writing the following information:

1. Education/training
2. Work experience — employers
3. References

4. Competencies related to the position description
5. Personal interests/talents

As part of the application or as a separate document, the applicant should provide a written release for the district to conduct an employment and record check. A sample application form and record check are found in Appendices B and C.

B. **Interview and Hiring**

1. A position description which identifies the expectations of the position should be the basis for the discussion with and assessment of the applicant.
2. Other information that should be made available to the candidate includes an overview of the parameters of the position and the rights and responsibilities of the applicant, as seen in the context of the district personnel policies and Collective Bargaining Agreement.
3. During steps 1-2 above, the ultimate decision is better served if the teacher to be working with that employee is a part of the team conducting the interview and making the selection.

V. Training the Educational Assistant

Educational assistants need an ongoing training program to prepare them to assist effectively in the educational setting. The training program should be designed to meet the needs of both the beginning and experienced educational assistant. A basic planning process can be used to create a training program that specifically meets a district's needs. The process would involve these steps:

A. **Needs Assessment**:

1. Survey administrators, teachers, and educational assistants regarding what type of training is needed.

B. **Planning**

1. Outline a plan for addressing the training needs of new and experienced assistants in their various specialties.
2. Review position description expectations to determine general training areas.
3. Incorporate training areas recommended by the needs assessment respondents.
4. Include sessions that address health and legal requirements.
5. Develop a training schedule that accommodates both the needs of the assistant and the instructional program.
6. Provide an opportunity for appropriate groups to review the training plan and offer recommendations.
7. Provide instruction in productive ways to work collaboratively with adults.

C. **Training**

1. Instruct new instructional assistants thoroughly to prepare them for success. An outline of suggested training topics follows:

(a) Orientation — A basic orientation to the district and the building should be conducted to acquaint educational assistants with: district and school goals; employment expectations - work hours, illness and accident procedures, dress, holidays, emergency information, benefits, collective bargaining contract, etc.; physical layout of the building; school policies and procedures regarding sign-in, phone use, lounge use, smoking, visitors, parking, security, etc.

(b) Basic Job Training — A general training program can be established by the district to ensure continuity in basic job preparation for educational assistants. This training should address key areas of the position description as well as laws, rules, and regulations affecting the assistants.

What follows is the result of one district's needs assessment and planning process as it relates to educational assistant training. The David Douglas School District program is identified in the bibliography.

Session 1: The educational assistant is a member of the educational team - defining job responsibilities, building cohesive working relationships, communicating effectively and courteously, observing confidentiality, taking the initiative, observing the laws and rules (child abuse reporting, body fluid regulations, corporal punishment, etc.).

Session 2: The educational assistant helps manage the classroom — assisting with organization, learning school/classroom practices and procedures, giving directions, managing student behavior, controlling paperwork, contributing to the classroom climate, using time management.

Session 3: The educational assistant helps students learn.
Group A: Assisting in the classroom, techniques for working with small groups, ways to monitor and motivate student work, record keeping procedures, general instructional procedures;
Group B: Assisting in the lunchroom and playground, general rules and procedures, emergency procedures, monitoring techniques, motivating positive behavior, responding to inappropriate behavior, maintaining safety and health;
Group C: Assisting in the office and library/media center, equipment use, handling materials, special procedures, telephone procedures;
Group D: Assisting with special education students; handicapping conditions, special techniques, instructional programs.

(c) Follow-up training: Specific training for new educational assistants can be conducted by the master teacher. The teacher can acquaint the assistant with procedures and practices unique to the specific job. Training for use of instructional programs could be done in the classroom or at the district level. The assistant should be given constructive feedback on performance especially throughout the first weeks of employment. It is advisable to offer a class or information to the master teacher on productive ways to work with assistants in the school setting.

2. Offer additional training to educational assistants throughout their careers.
   (a) Advanced job training: After the educational assistant has had some on-the-job experience, another series of workshops should be planned to offer more detailed information on various aspects of the assistant's job responsibilities. These workshops should be designed to meet expressed needs. Application level activities are very helpful in this phase of training.
   (b) Technological training: Instruction in using the computer will allow the assistant to better assist both students and teachers. This training can be accomplished at either the building or district level.
   (c) Teacher and Assistant Workshops: Encouraging assistants to attend appropriate building and district sponsored staff development activities will help keep assistants informed and better able to effectively assist with the program.
   (d) First Aid/CPR: Special sessions should be held for assistants to better prepare them for emergencies.

   Whenever possible, integrated inservice courses should be offered allowing classified and certified staff to be taught together. A staff development handbook of available opportunities for personal and professional growth should be made available to all employees. A comprehensive staff development plan for classified and certified employees should include ongoing needs assessment, research and evaluation.

D. Evaluation

1. Each training activity should be evaluated by participants. The responses can be considered in planning future training activities.
2. The training program should be evaluated yearly by the educational assistants, the master teachers, and the administrators in order to assess its effects on the assistant's performance.

E. Recognition

1. Certificates of participation should be awarded to participants completing the training activities.
2. A record of completed training activities could be kept in the assistant's files.
3. Completion of training activities could be used as a criteria for job advancement.

Persons seeking a packaged program that school districts have found helpful may want to check the programmed training Paraprofessionals—Training for the Classrooms by the American Guidance Services. See reference in Bibliography. Locally contact Tigard School District Personnel Department.

VI. Assignment, Direction and Supervision of Educational Assistant

A. Assignment

Assignment speaks to two questions: to whom and to what. As the statutes dictate and the title identifies, the person fulfilling this role works for the teacher in a

supportive capacity in whichever setting the students are involved during the school day. The tasks for the educational assistant, including taking direction from the teacher, may be as all encompassing as the teacher's total responsibility to a more narrow assignment as in a Chapter I Reading program.

The district, through its position description, and the teachers through the assistant's orientation, set up the expectation for assistance in the classroom. A look at the few position descriptions in the appendix, pages 13 to 21 could be of assistance to districts that have not addressed that need.

B. Direction

While it has been said before, it bears repeating — in instructional related activities, the assistant shall work under the direction of the teacher. This does not preclude building or department administrators from having input as to the nature of the activities being carried on, but it does mean that these contributions be directed at the teacher, not the assistant. Persons serving as educational assistants may not be assigned to plan instruction, evaluate instruction or assign grades.

C. Supervision

Supervision is an aspect of evaluation. At its best it is ongoing, informal and non-threatening and should contribute to the professional development of staff. It provides the opportunity for the educational assistant to seek advice and to be helped with problems. It includes regular monitoring of the assistant's performance to determine the effectiveness with which the assigned tasks are being carried out. Supervision, while informal, does operate best when there is a planned program. Things that should receive consideration are the following:

1. The Responsible Person(s)
   Because supervision is such an important part of the formal evaluation that ultimately each district employee experiences, it could well follow that there should be several levels of responsibility for the supervision of the assistant. The direct, immediate, ongoing obligation is that of the teacher responsible for that particular instructional activity. Secondly, the building principal or department head having more than one assistant and being concerned with achieving program goals may monitor the work of the assistant to verify the teacher's assessment of that assistant. District board policy may also dictate the administrator's involvement.

2. Monitoring
   The more obvious method is that of personal observation of the assistant in the instructional setting. The nature of the presentation, the reaction of the students all give clues as to the effectiveness of the person. Written reports, clerical efficiency, use of time, reactions of others in an informal setting, etc., are but a myriad of the ways by which judgments are formed.

3. Feedback
   For ongoing supervision to be effective, the assistant should receive constant feedback on how the effort put forth is being perceived: praise where deserved,

encouragement when needed, and change where required are all elements of that feedback. Where change is required, reasons should be forthcoming; the desired change should be identified and nature of assistance that will be made available should be stated.

VII. Evaluation

While the foregoing discussion on supervision has spoken to the ongoing evaluation that is part of the supervisory function, the formal evaluation for the purpose of establishing a written record of work performance is an established practice in most school districts.

The impetus of the statutes such as the right of reasonable notice of further employment, the right to a board of education hearing, civil rights laws, affirmative action, etc. has dictated that the actions of both the supervisor and the employee be on record.

The purpose of the evaluation program is to have both the supervisor and the employee assume responsibility for improving the organizational efficiency through improved employee performance. The development of an effective formal evaluation program should be the result of the combined contributions of administration, teachers and classified employees, and should be formally adopted as policy by the district board.

There is general consensus that the evaluation plan should provide for the following:

The Evaluators
While policy requires the final confirming authority be the principal or department head, the concurrence of the supervising teacher is recommended in the case of educational assistants.

Timeliness
The district may conduct employee evaluations at any time with the guarantee that the employee may request at least an annual report.

The Basis for Evaluation
Foremost in the appraisal of the educational assistant's performance is how well that person has measured up to the expectation of the position description.

The Evaluation
The evaluation itself may be in the form of a written narrative or a combination of a narrative and a checklist in which the various expectations of the position are rated with those graded as superior or commendable and those marked as deficient requiring additional supportive information. A version of the checklist in common use in many Oregon districts is found in Appendix D.

Opportunity to Respond
While employees are required to sign to indicate they have seen the formal evaluation, if they have objections to the report, they have a right to respond in writing. The response also becomes a part of the personnel file.

Plan of Assistance

Having determined that sufficient deficiency exists in an employee's performance, the district may decide to put the employee on a plan of assistance. Written notification should be sent to the employee outlining the delinquency, stating the improvement that is expected, and what the timelines are for that improvement to happen. Inherent in any plan of assistance is the commitment of help in the form of resources, and consultation on the part of the district.

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Appendix A1

Sample Position Description
Educational Assistant

Position Summary

Under supervision of the building or program administrator, the educational assistant provides designated supporting services to a classroom teacher or teaching staff responsible for students in classrooms, resource centers, or other school and school related areas as dictated by the district's Chapter I grant requirement.

Major Duties and Responsibilities

1. Distribute and collect instructional materials prepared under the supervision of the classroom teacher or certificated staff.
2. Assist the teacher in setting up and maintaining educational media resources; help students use educational media resources; operate educational media equipment.
3. Assist individual students or small groups of students with instructional activities such as spelling, reading, or mathematics.
4. Assist the classroom teacher with supervision of students in buildings or other school areas and school related activities (e.g., hall duty, at assemblies, in lunch and playground areas, or with school buses as required).
5. Assist the classroom teacher to maintain class and student records.
6. Perform general clerical duties (e.g., typing, filing, duplicating or xeroxing instructional materials, etc.).
7. Assist the classroom teacher to maintain an orderly and attractive instructional area (e.g., prevent litter, put up bulletin board displays, clear blackboards, store supplies, or set up study areas, etc.).
8. Perform other related duties as assigned to assist the teacher or teaching staff with ongoing instructional programs and school related activities.

Minimum Qualifications

1. Have a high school diploma (or equivalent).
2. Demonstrate standards of moral character and behavior as required of teachers (e.g., to serve as an effective role model for students).

Preferred Qualifications

1. One or more years of experience working successfully with students individually or in groups in an instructional setting.
2. Demonstrated knowledge of instructional programs, resources, and procedures to facilitate learning and promote student well-being.
3. Demonstrated ability to support and maintain school policies and to successfully plan and complete assigned responsibilities within identified resources and timelines.
4. Demonstrated ability to communicate clearly and appropriately in speech and in writing in accord with educational standards.
5. Demonstrated ability to work successfully in a team setting with school staff.

Appendix A2

Sample Position Description
Chapter I — Educational Assistant

Position Summary

Under supervision of the building or program administrator, the Chapter I educational assistant is assigned to support the Chapter I instructional program of the school. The Chapter I educational assistant serves under the direction of the Chapter I coordinator, team leader, or certified teacher, to assist the certified staff with the instructional program and goals of Chapter I. The Chapter I educational assistant must follow the same district guidelines as other educational assistants, but must also follow specific federal, state, and district guidelines for Chapter I. The Chapter I educational assistant will support the instructional services in the basic skill areas of reading, mathematics, and language arts to Chapter I students only.

Major Duties and Responsibilities

Instructional

1. Follow the assigned daily schedule.
2. Assist individual or small groups of Chapter I students in reading, mathematics, and language arts.
3. Assist Chapter I students with the use of resource centers or learning centers designed to supplement instruction in basic skills.
4. Assist with testing of skill competencies of Chapter I students under the direction and guidelines of the teacher.
5. Assist the teacher to maintain records for Chapter I students.
6. Assist with the preparation, organization and maintenance of the Chapter I teaching materials and learning games.
7. Operate educational media or computer equipment used for the instruction of Chapter I students.
8. Help maintain Chapter I teaching centers (e.g., labs and learning centers).
9. Help monitor the movements of Chapter I students from one instructional area to another.
10. Perform other duties in accord with district policy and Chapter I guidelines.

Noninstructional

1. Assist the classroom teacher to maintain an orderly and attractive instructional area (e.g., prevent litter, put up bulletin board displays, clear blackboards, store supplies, or set up study areas, etc.).
2. Perform general clerical duties (e.g., typing, filing, duplicating or xeroxing instructional materials, etc.) under Chapter I guidelines.
3. Assist with the supervision of students in areas such as halls, cafeteria, and playground. NOTE: THESE DUTIES MAY BE PERFORMED ONLY: (a) if a non-Chapter I staff member assumes equal time in the same duty, (b) if the Chapter I educational assistant has an assigned certified staff member to whom to report, and (c) if the duty time does not comprise more than ten (10) percent of the Chapter I educational assistant's work time.

Minimum Qualifications

1. Have a high school diploma or equivalent. (Be age 18 or more).

2. Demonstrate standards of moral character and behavior as required of teachers (e.g., to serve as an effective role model for students).

Preferred Qualifications

1. One or two years of experience working successfully with students individually or in groups in an instructional setting.
2. Demonstrated knowledge of instructional programs, resources, and procedures to facilitate learning and promote student well-being.
3. Demonstrated ability to support and maintain district, school, and Chapter I policies and to successfully plan and complete assigned responsibilities within identified resources and timelines.
4. Demonstrated ability to communicate clearly and appropriately in speech and in writing in accord with educational standards and goals of Chapter I.
5. Demonstrated ability to work successfully in a team setting with school staff - exercising judgment, diplomacy, and tact in dealing with students, staff, and the public.

Appendix A3

Sample Position Description
Educational Assistant — Child Development Program

Position Summary

Under administrative supervision and the direction of a Child Development Specialist (CDS), the educational assistant for CDS provides designated supporting services to CDS staff and programs for students in classrooms or other school and school related areas.

Major Duties and Responsibilities

1. Assists the CDS staff with counseling group activities.
2. Assists with planning and implementing enrichment activities.
3. Assists with conducting classroom effective guidance activities.
4. Assists with small group activities.
5. Participates in workshops and meetings with parents and teachers.
6. Assists with project evaluations.
7. Assists in scoring and recording student data.
8. Assists in planning, coordinating use of resource center materials.
9. Assists with clerical duties for budget recordkeeping and maintaining files.
10. Maintains the CDS room and bulletin boards as assigned.
11. Helps prepare the CDS program flyers, meeting notices, and handouts.

Minimum Qualifications

1. Have a high school diploma or equivalent.
2. Demonstrate standards of moral character and behavior as required of teachers (e.g., to serve as an effective role model for students).
3. Demonstrate clerical skills including the ability to type at least thirty (30) words per minute.

Preferred Qualifications

1. Demonstrated ability to relate effectively with children, parents, and school staff.
2. Two years of successful experience working successfully with students individually or in groups in an instructional setting.

Appendix A4

Sample Position Description
Special Education Assistant

Position Summary

Under administrative supervision and the direction of the special education teacher or staff, the special education assistant provides support services in classrooms, resource centers, or other school and school related areas.

Major Duties and Responsibilities

In addition to the duties and responsibilities for non specialized educational assistants, the role of special education assistant will include, but not necessarily be limited to:

1. Assist epecial education teaching staff with implementing individualized education plan (IEP).
2. Assist special education teaching staff responsible for writing, reviewing, updating, implementing, and evaluating instructional programs.
3. Assist special education teaching staff responsible for preparation, implementation, and evaluation of individual and group behavioral programs.
4. Assist special education teaching staff in communicating with teachers and parents on students' progress.
5. Assist with the training of mainstreamed students to participate in extracurricular activities (e.g., music, intramural sports).
6. Assist with recordkeeping to monitor students' daily and monthly data on behavioral progress.

Additional Duties as Required

1. Assist with alternative methods of communication (e.g., signing).
2. Assist with the physical management of students, including lifting, moving, and positioning of handicapped students.
3. Assist with the management of students in alternative methods as needed.

Minimum Qualifications

1. Have a high school diploma (or equivalent).
2. Demonstrate standards of moral character and behavior as required of teachers (e.g., to serve as an effective role model for students).
3. Understand basic provisions of PL 94-142, due process procedures, and the IEPs for children identified as handicapped.

Preferred Qualifications

1. Ability and desire to follow instructions and promote the success of special education programs.

2. Demonstrated positive attitude in working with children with special needs.
3. Demonstrated ability to communicate clearly and appropriately in speech and in writing in accord with educational standards and requirements of special education.
4. Demonstrated ability to work successfully in a team setting with school staff, special education staff, agencies, parents, or visitors — including the ability to maintain confidentiality as appropriate to children with special needs.

Appendix A5

Sample Position Description
Educational Media Assistant

Position Summary

Under supervision of the building or program administrator and the direction of certificated staff or media specialist, the educational media assistant is assigned to provide support services for the library/media center.

Major Duties and Responsibilities

1. Assists with clerical tasks related to the acquisition, processing, cataloguing, maintenance, and record keeping for all educational media materials, equipment and supplies.
2. Assists certificated staff with use of equipment and resources in the media center, including helping students locate and use media center resources, equipment and supplies.
3. Processes orders, stores and circulates all media center materials.
4. Maintains the card catalog for the media center.
5. Assists with the preparation of forms and reports.
6. May assist with the designated and supervised activities of students or other clerical staff in the ed media center.
7. Operates office, audiovisual, and computer equipment.
8. Performs other related support duties as assigned.

Minimum Qualifications

1. Have a high school diploma (or equivalent).
2. Demonstrate standards of moral character and behavior as required of teachers (e.g., to serve as an effective role model for students).
3. Demonstrate clerical abilities including accuracy in record keeping, typing skills of at least forth (40) words per minute, knowledge of word processing and computerized instructional equipment or research techniques.
4. Demonstrated knowledge of library organization and ed media center procedures.

Preferred Qualifications

1. Demonstrated knowledge of instructional programs and how to relate ed media materials to student learning.
2. Demonstrated ability to organize materials and accept responsibility in the performance of assigned support services.
3. Demonstrated ability to communicate clearly and appropriately in speech and in writing in accord with educational standards.
4. Demonstrated ability to work successfully in a team setting with school staff, students, and community resources.

Appendix A6

Sample Position Description
Chapter 1-M — Educational Assistant

General Duties

Performs a variety of instructional duties assisting certified teachers in the implementation of instructional programs for individual students or small groups. Provides outreach and support services having an educational impact on identified eligible students.

Specific Duties and Responsibilities

1. Assists in the administration, scoring and recording of tests and test data including written, oral, and physical data.
2. Instructs individuals or small groups of migrant students with special learning needs following a prescribed program.
3. Assists the teacher in devising special strategies for teaching or reinforcing material or skills.
4. Prepares materials prescribed by the teacher, prescribed educational plan or lesson plan.
5. Assists in determining what agencies, service organizations, businesses and industries in the community can provide support services that will assist the school in meeting the needs of the target group students.
6. Opens lines of communication within the triad of school, community and target group. Assists certified staff in identifying educational needs of target group students and making recommendations.
7. Recruits school age migrant children for enrollment.
8. Serves as interpreter at parent-teacher conferences when qualified aides or other personnel are not available.
9. Keeps a log of daily activities, submits monthly reports, monitors forms, obtains necessary data for third part evaluator's reports and keeps the MSRTS updated.
10. Provides transportation if needed to parents and students of target groups (Parent-Teacher Conference, health facilities, etc.).
11. Assists school nurse to get needed immunizations and immunization data for the target group students.
12. Performs such other related duties as may be assigned by supervisor or the superintendent.

Qualifications (R = required, D = desired)

R1. High school diploma or the equivalent.
R2. Ability to work harmoniously with others and to communicate effectively with students, parents and teachers.
R3. Ability to follow general oral and written instructions.
R4. Reasonable knowledge of the basic elements of the teaching process and classroom management.
R5. Bilingual — English/Spanish.
R6. Have own transportation.
R7. Hold a current Oregon driver's license.
R8. Ability to keep logs and maintain appropriate reports and records.

Appendix A7

Sample Position Description
Health Aide

Definitions

Under the supervision of the school principal and/or public health nurse, this position is responsible for administering to minor health problems and maintaining health records for elementary and middle school students, and to do related work as required.

Distinguishing Characteristics

This position is unique in a school as it may be the only staff with the exception of the school nurse that is responsible for health checks for ill and injured students and for the immunization records of all students in the building as required by ORS 433.325 to 433.280.

Example of Duties

Maintains student health records and immunizations according to the state immunization statutes, notifying parents of same; administers first aid to ill and injured students, referring them on to school nurse, parents, or doctor as needed; prepares accident and insurance forms; assists with screening clinics including vision, weight, dental, communicable disease, etc; dispenses medicine under the supervision of the school nurse and with the authorization of the parents and knowledge of school administrator; maintains inventory of health room supplies and keep the health room orderly.

Desireable Qualifications

Knowledge of:

Basic first aid, emergency procedures and communicable childhood diseases;
Basic clerical skills in typing and computer terminal entries;
ORS 433.235 to 433.280 and how it applies to Oregon school children.

Ability to:

Understand oral and written instructions and be able to give same;
Handle emergency illness and injury care with skill and calmness until emergency assistance arrives;
Establish and maintain harmonious relationships with students, fellow employees and the general public.

Experience:

One year of experience working with children or adults in a group setting.

Education:

High school diploma or its equivalent as required by Oregon Administrative Rule 581-37-030, Oregon Department of Education.

License:

Possession of a current First Aid Card;
Possession of a current Oregon Operator's License issued by the Motor Vehicles Division.

Appendix B

(School)
Equal Opportunity Employer

Application for Employment — Classified

Personal Data

Please Print

Social Security No. _____ Date _____
Month Day Year

Name _____
Last First Middle

Address _____
No. Street City State Zip

Home Phone _____ In an emergency notify:

Message Phone _____ Name _____

Date of Birth _____ Phone _____
Month Day Year

List position titles for which you are applying in order of preference:

(1) _____

(2) _____

(3) _____

	Yes	No	State
Driver's License	___	___	___
Chauffeur's License	___	___	___
School Bus License	___	___	___

Work Schedule Preferred:
12 Month: ___ Full Time
___ Part Time
10 Month: ___ Full Time
___ Part Time
Substitute: ___ Clerical
___ Aide
___ Food Service

Examples

Aide	Custodian
Special Education Aide	Maintenance (by craft)
Library Assistant	Transportation
Secretary/Clerk	School Police
Food Service	Other (specify)

Affirmative Action Information

Sex: ___ Male ___ Female

Racial/Ethnic Identification:
1. American Indian
2. Asian
3. Black
4. Hispanic
5. White

Handicapped:
___ Yes ___ No
If yes, specify _____

Education

High School

Name of School _____ City _____ State _____
Did you graduate? ___ No ___ Yes _____ GED _____
Date Date

College, Business, or Trade School

Name and Address	Dates Attended	Date Graduated	Degrees/ Certificates Received
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List your college major and/or additional training which has prepared you for the position for which you are applying:

Special certificates or licenses held (include date of issue and expiration date):

List machines or equipment you can operate:

Typing Speed_____ Shorthand_____

Indicate any experiences with public agencies, voluntary groups, etc. which you feel would be applicable to the position(s) for which you are applying:

Have you previously been employed by this school?_____ If yes, where, position(s) and date(s) held?

List any relatives presently employed by this school.

Name	Relationship	Position	Dept. or Bldg.

Work History

List most recent employers including present employer.

Employer _____ Supervisor _____ Date Started _____

Address _____ Date left _____
No. and Street City State Zip Phone

Position _____ Full Time ____

Duties _____ Part Time ____

_____ Final Pay Rate

_____ May we contact this employer?

Reason for Leaving _____ Yes____ No____

Employer _____ Supervisor _____ Date Started _____

Address _____ Date left _____
No. and Street City State Zip Phone

Position _____ Full Time ____

Duties _____ Part Time ____

_____ Final Pay Rate

_____ May we contact this employer?

Reason for Leaving _____ Yes____ No____

(Use additional sheet if needed.)

Appendix C

(School)

Employment Record Check

To be completed by applicant.

Please Print

Date _____

Name _____
Last First Middle

Address _____ Telephone _____

City _____ State ____ Zip _____ Sex____ Race _____

Position Applied For _____ Date of Birth _____

Driver's License Number _____ Driver's License State _____

Length of Residence in City _____ Soc. Sec. No. _____

Prior Residence _____
(If applicant has lived less than one year in the district)

The following questions are to assist in determining a prospective employee's fitness as an applicant. The answers to these questions are subject to verification by a police agency. **A "yes" does not automatically disqualify an applicant**. Each case will be judged individually.

1. Have you ever been convicted of a felony? Yes___ No___
2. Have you ever been **arrested** for the possession, use, sale or distribution of a controlled substance or alcoholic beverages? Yes___ No___
3. Have you ever been convicted of any crime involving theft or violence? Yes___ No___
4. Have you ever been **arrested** for a sex offense? Yes___ No___
5. Have you ever been convicted of any crime other than a minor traffic offense? Yes___ No___
6. Are you currently charged with or under indictment for any of the above? Yes___ No___

   If yes, please explain

The facts set forth on this form are true and complete to the best of my knowledge. **I understand that false statements on this form will be considered sufficient cause to deny employment or for dismissal from employment.** I hereby grant to the District or its agent permission to check civil or criminal records to verify any statement made on this form.

_____
Signature

FOR OFFICE USE ONLY
LEDS Wanted
Driving Record
CRISS Record
OR Crim. History
Other Crim. History
Dept/Author

Equal Opportunity Employer

Appendix D

(School)

Classified Employees Performance Evaluation Form

Policy on Performance Evaluation

Performance appraisal is an essential part of human resource management at this school district. An effective evaluation process is cooperative and continuous, requiring the partnership of the evaluator and the employee. Both parties share mutual goals: the maintenance of high standards of job performance, and the improvement of individual performance.

It is the policy of the district that all aspects of the employee's performance should be appraised; including job skills, productivity, personal qualities, and interpersonal relations. Evaluation of classified employees is one of the most important aspects of any supervisor's job.

Instructions to Evaluator

Please evaluate the employee on each performance standard listed in Section I. Indicate your assessment by placing a check mark on the continuum line at the point which best describes performance. If you mark in either shaded area, please be sure to write a specific explanatory comment in the appropriate space in Section II or III. Evaluators are encouraged to use Sections IV and V to identify employee goals.

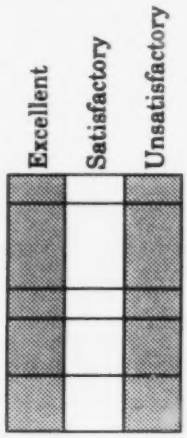
Instructions

You are invited to make any written comments regarding this evaluation in Section VI, "Employee Comments".

Both evaluator and employee must sign the completed form. The form then becomes part of the employee's personnel file.

White Copy: Administration
Pink Copy: Employee
Yellow Copy: School

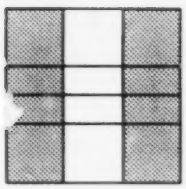
Employe Name _____ Job Title _____ Location _____



Section I
Performance Standards

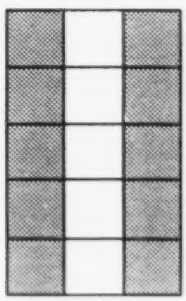
Quality of Work

1. Employee performs work assignment with exactness and thoroughness.
2. Job Knowledge
   a. Employee demonstrates knowledge of duties and applicable laws and regulations.
   b. Employee uses equipment and skillfully.
3. Safety (complete where applicable)
   Employe takes precautions to protect self and others from injury.
4. Additional standards relating to job _____



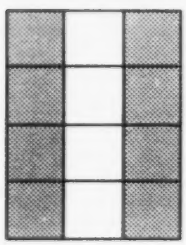
Quantity of Work

1. Output: Employee consistently performs a satisfactory quantity of work.
2. Deadlines: Employee consistently meets required deadlines.
3. Use of Time: Employee works steadily, uses work time efficiently.
4. Additional standards relating to job _____



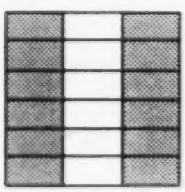
Personal Qualities

1. Initiative: Employee demonstrates initiative in identifying tasks to be completed.
2. Attendance and Punctuality: Employee faithfully adheres to hours and days of assigned work.
3. Dependability: Employee can be counted on to follow instructions and to work well with a minimum of supervision.
4. Appearance: Employee's personal neatness and cleanliness are appropriate to the job setting.
5. Additional standards relating to job _____



Interpersonal Relations

1. Staff Relations: Maintains a cooperative working relationship with fellow employees; is tactful and considerate.
2. Public Relations: Is courteous and helpful to parents and district patrons.
3. Maintains positive and appropriate relationship with students (complete where applicable).
4. Additional standards relating to job _____



For Employees Who Supervise Others

1. Leadership
2. Planning and Organization
3. Employee Training
4. Evaluating Others
5. Judgment and Decisions
6. Additional Standards Relating to Job

Section II
Job strengths and superior performances

Section III
Specific work performance deficiencies or job behavior requiring improvements or corrections

Section IV
Progress achieved in attaining previously set goals for improved work performance

Section V
Specific goals to be undertaken during next evaluation period

Section VI
Employee comments

This is to certify that we have read and discussed the above report.

Evaluator

Date

Employee

Date